

PATHWAYS

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"MOVING" EDUCATION

Education is a process of empowering a person to enable him to optimise his potentials and live a full human life. Yet Reading, Writing and Arithmetic, also referred to as the 3R's, are important and the most crucial components of education. These are indeed the means through which we attempt to accomplish the goal of education - all-around, harmonious growth and development. The significance of the 3R's is greatly enhanced when they are handled in an appropriate perspective.

Today, we use them merely as "subjects" to be taught because they are a part of our "syllabus". This is not to say that there is anything wrong with these practices.

Every child also has a dominant sensory modality through which he receives and processes information. This makes every child unique and different. As a result, our traditional approaches and styles of introducing and teaching the 3R's, may not reach every child in our class. This leads to a reduced participation and joy in the process of learning, making the school, teacher and the 3R's a struggle.

Vishal, a class III child, was the son of a parent who also happened to be a class V teacher in another school. She received frequent and alarming complaints from his teacher about his "hyper-activity". One day he came home from school with a list of 30 vocabulary words to learn for a test the following day. He was sent to another room to memorise the words and to come back only after he had thoroughly learned them. After a period of time, he came back happily saying, "I am ready. You can ask me". The mother proceeded to do exactly that to find that he could reproduce only 6 words from that list! The patient mother very warmly talked it out to the child by saying, "Vishal, I know you are intelligent, it is just that you do not concentrate. Now get back to your room and write each word

with its meaning five times, paying total attention to your work." Reluctantly Vishal wandered back into the room. After a longer period of time, he came back and the mother was sure he would have all the words right, for, after all "I would have if it had been me!" However, to her dismay, her testing again failed, with the list of words reproduced moved to 12!

Vishal also tired and bored, finally told his mother, "ma, I cannot learn it this way, I have to be moving around. I learn faster using my body". The mother complied to his request, and for the next 30 minutes, she found very strange and wonderful things happening between them. The mother would call out the word and its meaning and Vishal began to create body movements and physical gestures that somehow communicated the meaning of that word. He began to crawl on the floor, leap in the air, jump off and on furniture, and did all kinds of "strange and bizarre things". But "it was indeed fascinating", said the mother, "that at the end of all such clowny and funny movements", he reproduced 20 words out of the list of 25 words given, because, when the word was called out, he was reminded of the body movement, which he performed. This helped him to create a verbal meaning for the same!!"

The essence thus is to gain an insight into our teaching strategies and evaluation techniques, which may lead us to create various other possibilities of introducing and handling the 3R's.

Here is an attempt to keep the children's motivation, retention, curiosity and the joys associated with learning alive, by employing a teaching perspective and strategy - known as **MOVEMENT EXPERIENCES** - to teach the same topics and content. Movement experiences could be a new perspective that could be used as an alternate and complementary between the traditional

practices of teaching and learning the 3R's.

Movement experiences include those kinds of activities through which students experience movement by using nonverbal communication, in order to solve problems in science, social studies, art and craft, music, reading, writing and arithmetic. In addition, through these experiences, children also discover what their bodies are capable of doing; experience freedom from inhibitions, moving towards divergent thinking and creativity, and explore the academic world through movement.

Below are a set of problems/questions related to "Reading", the first of the 3R's, that could be posed to students, either as an introduction or as a follow-up to what has already been done, in order to enable: a few children to retain the information; some others in the class to reinforce their concepts of the information received in a different style; a few others to understand the information in a new perspective; and still others to clarify their concepts.

I. LANGUAGE - THE FIRST OF THE 3R'S: READING

A. EMOTIONS

1. How would you feel if you were allowed to watch TV throughout the week? How would you feel if you did not get any summer vacation? Try showing your feelings through movement. Again ask them to think of the different ways in which they are moving. How did your movement differ from your movement when you were allowed to watch TV throughout? Observe how the force of your movements changed? Did your movement change speed? Was your range of movement smaller? (Note: other situations used could be a bear chasing you, all *s* in your report card, your house is on fire, you have just eaten 40 biscuits in the "EK MINUTE" show, you have to recite a poem in front of 200 people, etc.)

2. I am going to say a word and I want you to make a face that expresses that word. Just use your face. Can you express that word with just your arms? legs? your whole body? Instead of doing a lot of movement, freeze like a photograph in a shape that expresses the word I gave you.

B. READING READINESS

3. I am going to draw 4 pictures on the board. One of the pictures does not belong with the rest. Can you show me which picture does not belong by making the shape of the odd picture with your body?

4. I am going to write two words on the board. I will point to one of the words. Can you show me the one you

know by describing the word through movement? (Note for the teacher: use pairs that are often reversed, like pot and top, tap and pat, but and tub; and so on, and point out to words that can be more easily described, like pat, tub, etc.)

5. I am going to hold up a card with a lower case letter on it, like a, b, q, s, etc. Look carefully at the letter, then make the shape of the same letter in the uppercase, for eg., I am holding up an "a". Can you show me an "A", by using your body parts to form the letter?

C. THE LETTERS

6. Can you make a circle with your hands?, with your arms?, with only your legs?, with a leg and an arm?

7. Can you make a W standing up? sitting down? lying down? (i.e., using different levels)

8. I am going to turn your elbow into a pencil. How can you write the letter P in the air with your elbow? Can you write P with your head? with your knee? with your shoulder? with your leg?

9. What letters can you make with a partner? What letters can be made with three people?

10. Can your letter skip across the room and still keep its shape?

11. Show me a rolling O; a galloping Y and a walking H, and a running I?

12. Sing the ABC song, and make each letter as you sing it. How fast can you sing the song and still form all the letters?

13. Can you make up your own letter? Make up some crazy letters and show us how they look. Try giving your letters a name.

14. I shall give you a word. Make the first letter of the word with your body, then when I clap, you become the word. For e.g., If I say "FAN", you will make the letter F, then when I clap, you will make the shape and actions of a fan. If I then said "HAPPY", you will make the letter H with your body and as you hear the clap, you will show how a happy person would act?

15. Let us play a game called "Alladin's Ginbox". Here the first person whom I call out will identify the letter, I show up, then name an object beginning with that letter, put it in the gin box, then go on to make the shape of the letter identified, and make the shape of the object with

your body, and get back to your place. The next person will reproduce the previous letter, and shape, and then continue the game by identifying a new letter, naming an object and making their shapes.

D. SPELLING

20. I shall write a word on the board. For e.g., Bell. Show me all the different letters you could use at the beginning of the word to change the meaning of it. Can you make the letters with different body parts or your whole body? As you make each letter you might want to write the letters or words down so you will remember them. At the end see who found the most letters. Read your list for me. Did anyone else make any other letters? Are those all real words?

21. I am going to recite a rhyme orally. I shall leave the last word in the second line blank. The first group to figure out the rhyming word and to spell it correctly with their bodies wins. For e.g., My head is too fat to put on my ——— bounce the ball over the ———

22. Find a partner and write your spelling words on each other's backs. Have your partner say each letter as you write it and say the complete word when you are all done. Check your spelling list after each word to see if you were correct. If you made a mistake, try spelling the word again.

23. Let's get into groups of 5. Pick a spelling word and write the word with each person making a letter in the word. Try to make all the letters, standing, sitting and lying down.

24. Let's play a game, "Bouncing spelling". I shall give you a word to spell, and you will bounce the ball on the floor to spell out the word. Try big bounces, little bounces, big letters and small letters. (Note: after a few such repeated exercises, they could be asked to pick out the word to spell, then bounce out the number of letters in the word. If there are seven letters, there should be 7 bounces).

25. While you spell out your word in the air with your arm, can you write the sharp, tense movements as though you were angry? Now try smooth, light movements. Now lie on your back and pretend you are floating on a quiet lake. Write your word in the sky with different body parts. Say each letter as you write it to be sure you are spelling the word correctly.

E. VOWELS

26. Who can spell out a four-letter word that has a silent "e"? For e.g., In the word "cane", the "e" is silent, while in the word "tent", the "e" is not silent. We need at least 4 people. Everyone say out loud the word you see.

word changes? Now I am going to ask the silent "e" to sit down. Now say the word you see. Can the letters change shape as the word changes?

27. I shall hold up a picture of an object that has a short vowel sound. Can you make an object with your body that has a similar vowel sound? We will try to guess each other's words.

F. CONSONANTS

28. I am going to pin up a picture on the wall. Now I will hold up, one at a time, the various letters that make up this picture. When you see me holding up the beginning consonant/letter of the picture, stand up as quickly as possible. When I hold up the ending consonant, sit down.

29. Find a partner. Draw a consonant on your partner's back, or move your partner around the floor to walk out the shape of a consonant. Your partner has to guess the letter. Then your partner should name and act out all the words he can think of, that begins with that consonant. Can you think of any other words that your partner did not think of? You act them out. Now let your partner draw a consonant on your back.

30. Let's divide the class into two groups in such a way that one group has more number of students. Now, can the people in the larger group get together with as many friends as they need to spell out a word ending of their choice, like, -ight, -ay, -oy, and so on. The students in the smaller group are consonants. Make the shape of a consonant you like. Then you will find a word ending in the other group to which you can add your consonant shape to make a word. Make your shape in front of the ending to spell a word.

G. RHYMING WORDS

31. I am going to show you a picture. Now I will say a list of words, and every time you hear a word that rhymes with the picture word, jump up. For e.g., when I show a picture of a bat, and say the words, call, ball, rat, be, can, hat, see, now, out, etc. You will jump up on cat, hat, rat, and so on.

H. STORIES

32. I shall read a story out aloud and while I am reading, listen carefully to the action in the story. When I have finished I shall ask you to recreate the story through movement. You will only be able to use your body, not your voice. What do we need to recreate in terms of objects, plants, machines, dolls, etc. What character in the story do we need to recreate? Get ready and act it out. Remember no voices. (Note: the teacher may read a passage/ part of

a story/ entire story/ a chapter, etc. depending on the groups' characteristics, needs and abilities and ofcourse the length of the passage/story).

29. All of you in groups will write a story, leaving off the ending. Each group will chose a group to think of an ending for your story and ask them to describe the ending through movement.

(Note: 1. In case of very young children, a story could be read out instead of writing a story. 2. If many groups are there, it would turn out to be interesting, for, there will be that many endings.)

30. Draw a picture. Then give that picture to a friend or another group. Ask them to create a movement story to illustrate your picture.

31. Let us think of a story that we all know well. I shall divide the class into two groups. Each group will have its own cast of characters (assign characters). The first group will begin to act out the story, but as soon as you hear me clap, the group will sit down and the second group will pick up from where they left off. We shall keep changing groups each time I clap.

I. SYNONYMS, ANTONYMS AND HOMONYMS

32. Who can say a sentence that contains a word that has a synonym? When you come to the word, make a shape with your whole body and hold that shape. Who can think of a synonym for the word? Make the exact shape as the first person and say your synonym? Can anyone think of another synonym? Make the same shape as the first two people and say your synonym. (This could be continued till there are no more synonyms suggested).

33. Find a partner. One of the pair will do a movement. The partner will do the opposite of what he did. Now tell each other the words you were thinking of in your head. Were they opposites? For e.g., If one ran, the other walks. If one moved on a low level, the other moves on a high level. If one made a wide movement, the other makes a narrow movement, if one laughs the other cries, and so on. Let's watch and guess what two words they were doing.

34. Now I shall put up a word on the board (or hold up a word card). Who can think of a word that sounds the same but is spelled differently and has a different meaning? Can you act out your word, remember to try different levels, directions, force and speed.

L. COMPARATIVES

35. Try making a thin shape, then a thinner shape, and finally the thinnest possible. Can you move as though you

were sick? Now be sicker. Move the sickest way you possibly can. Try being tall, then taller, and then make the tallest movements possible. (Note: words like hot, cold, fast, and most adjectives, could be used)

36. Find two friends to work with. Think of a word to which you can add -er and -est. Each of you describe one of the words through nonlocomotor or locomotor movements. We will look at the trios and try to guess your words. For e.g., the first might make a big shape, the second a bigger and the third, the biggest).

37. I shall put up a list of words on the board. When you add an -er or -est to some of these words, you must double the final consonant, while for some other words it is not necessary to double the final consonant. I shall point to the words on the board one at a time. If the consonant should be doubled before adding the ending, touch two body parts to the floor. If the consonant is not doubled, stand still. Each time you touch two body parts to the floor try to think of a new combination of body parts to use. (Note: words like, tall, big, fat, red, black, hot, thick red, etc. could be used.)

38. With some adjectives we use the words more and most instead of adding -er and -est. I shall write a list of adjectives on the board. When I point to a word that uses more or most for its comparatives, make the shape of the letter m.

K. COMPOUND WORDS

39. I am going to put up a list of words on the board that could fit together to form compound words. You can describe it through movement? Let us all guess the compound word. For e.g., If the word is a windmill, one student moves like the wind, the other makes the actions of a mill grinding, the third makes the shape and movements of windmill; (notes: variations could be used, like playing the music as the children move around. When the music stops, they must find the correct partner as quickly as possible to make the word. Allow the children to move in different ways as they look for their partners, like skipping, galloping, crawling, etc.)

L. SYLLABLES

40. Can you make a different shape for each syllable? Perhaps a twisted shape for the first syllable, a curved for the second. Also try angular, narrow, and wide shapes.

41. Let us explore syllables and speed. Can you say each syllable very slowly and make one slow movement for each syllable? First try moving in your own space. Have a

race with a friend to see who can finish last. Be sure to say your syllables clearly so you can check each other on whether you are dividing the word in the correct places.

42. Can you say the word "continuous", slowly, dividing it into syllables. Now say the first syllable more loudly than the second or third. Try saying the second syllable the loudest. Now say the third the loudest. Try saying the fourth the loudest now. Which way sounded the best?

43. Find a partner. One of you move just on the accented syllable and the partner will move on the other syllables. Change roles.

M. PUNCTUATIONS

44. Try making the shape of all the punctuation marks - standing, sitting and lying down.

45. Can you move your punctuation marks through space while walking, running, etc. Think of what the punctuation mark implies and move accordingly. How would an exclamation mark move!

46. Let us divide the class in 5 groups. I shall give some word cards to each group. Make up a sentence with your word cards. You do not have to use all of them. Hold your cards and arrange yourself in a line so that we can read your sentence. The rest of the groups will try to find out how to punctuate your sentence by making the punctuation marks with their bodies, and fitting themselves into the sentence. The group who punctuates the sentence correctly can be the next to form their sentence.

N.

POEMS

47. I am going to recite a poem (or a student can be asked to read out), and I want you to listen carefully to the rhythm and words and to think of how the poem makes you feel. I will read it twice; then I want you to move in ways that describe the feeling with which the poem left you.

48. Each half of the class will have a poem to work on. You may work in pairs. I shall give each pair one line of the poem. Think about the rhythm, mood, and words of your poem, and then create a movement pattern to describe your line of poetry. Say your line out loud as you move. When everyone is ready, we will listen to and watch as the pairs say the lines and do their patterns in the correct order to create the whole poem. (note: some points that could be discussed are: Did the movement seem to match the words? Did the poem make sense when all the lines were put together?)

What is attempted above - teaching and learning through kinesthetics or movement - is only one of the many possibilities by which children can be actively involved in learning the different components of language. The ideas and the methodology used and given here are not specified for any age group or classes, despite these experiences being a runaway success with children from 3+ to 18+ and more... Depending on the maturity and comprehension of the children, the mood of the class and the teacher's objectives, she could adapt/create new strategies.

This article will be continued in the next issue of pathways, handling movement/kinesthetic experiences with the other areas of the 3R's. Till then, we hope you and your children together would proceed to "embody" the essence of your language syllabus with joy and participation!

ALL I EVER REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you are sorry when you hurt somebody. Wash your hands before you eat. Flush. Rice, rotis, vegetables and milk are good for you. Live a balanced life. Learn some and draw and paint and sing and dance and play and work everyday some. Take a nap every afternoon. When you go out into the world, watch for traffic; hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup? The roots go down and the plant goes up and nobody really knows how or why, but we are all like that. Goldfish and whinemice and even the little seed in the cup - they all die. So do we.

Think of what a better world it would be if we all - the whole world had rice, rotis and vegetables and then lay down with our blankets for a nap. Or if we had a basic policy to always put things back where we found them and cleaned up our own messes. And it's still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

DISCIPLINE

A subject that evokes dramatic response from parents, teachers or any person who works with the children is that of discipline.

Let us look into some instances and events (see box) before we attempt to open different views and perspectives on this subject:

1. HOW DO WE PERCEIVE DISCIPLINE?

Many of us hold strong feelings on this issue. For some of us, discipline is synonymous with behaviour modification so that our children are able to adapt themselves to the needs of the world. For a few of us, discipline may be

1. *Rahul, a 9 year old, almost always considers his friends' suggestions as Godly!*
2. *Smitas' mother is too harassed with her, for, she spends all her time in front of the Television, and neglects her studies, for, after all, unless she scores a 96% in class III, will she be able to get a chance for a professional course admission 8 years hence....*
3. *Peter, a 17-year old, spends all his time listening to jazz and pop even when the Class XII exams are just a week away!!*
4. *Radha Mam' finds Vivek, a 11 year old, extremely unruly, boisterous, hitting every child, asserting that he is a Super-man!*
5. *The parents of this 4.5 - year old girl, Neha, are perturbed after her teacher called on them and said, "please arrange a meeting with a neurologist, for I am positive she is showing signs of Dyslexia... she just cannot concentrate, and, look at her book, all her alphabets are mirror images!!"*
6. *"Do you know, that Pathak's son, Sunil, is having an affair with that tycoon's daughter, Mansi! I do not know what this generation is all up to; they are just 16, and claim they are in love with one another!!!"*
7. *The fathers of these 5-year old and the 15-year old share similar woes; their children are extremely assertive and always answer their requests and queries with a big NO or "I won't!"*
8. *The child who "misbehaves" the most in my class is Anand, shares a teacher with her friend.*
9. *The qualified and trained nursery teacher, in her new found enthusiasm has frantically fixed up a meeting with her 4 year old student's parents and a psychiatrist, for, she has observed him to be "hyperactive"!!*
10. *A worried mother rushes to the school to talk to her 12 year old daughters "strange" behaviours to her class teacher. She complains that she spends all her time in front of the mirror and spends too long a time on dressing and looking good, despite her having stopped all movies and TV viewing!!*

We may find that all of us would have experienced the above events or situations, at some point in our life, either as a youngster, a teenager or a parent.

Rearing children is an endless series of small events, periodic conflicts and sudden crises, which call for a response. The response is never without consequence. It affects the personality of the child for the better or for the worse.

Let us now proceed to attempt to develop a point of view on discipline.....

"nipping unwanted and wrong behaviour in the bud". For some of us it may be associated with our own childhood experiences with discipline, while, for some others, it may be synonymous with "punishment". There is definitely nothing wrong with any of these perceptions. All of these are acceptable as minuscules of discipline. As one interprets discipline, one uses it. A person who feels discipline is "nipping unwanted behaviour in the bud", would keep nipping all the behaviours of the child "he" thinks to be unwanted, all the time.

The most important and crucial question is:

"How can I best help the child do what I think he should be doing?"

Apparently, we may think we do consider this, but, in this entire process, most of us find ourselves not only displeasing the child but also turning ourselves into a nervous wreck. The following excerpts from a conversation by an anxious and concerned mother with a counselor, who was once invited to speak to the parents of the school on discipline, would well prove this point.

"I often find it very difficult to express myself verbally about issues that affect me, so may be talking to you freely would help me feel better. If I leave anything unsaid I know that you will be able to understand what I want to say. What impressed me most in your talk was when you stated with conviction, that you knew no parent deliberately did things to injure their children emotionally. No one deliberately tries to make their children fearful, shy, inconsiderate or inhuman. They did so unknowingly and unconsciously. I know that we parents do not want to cripple our children emotionally, morally or spiritually. Yet we do just that. I often feel bad and guilty about things I have done and said thoughtlessly. My everyday prayers to God are to help me reduce these mistakes so that I do not repeat these transgressions. I do realise that they are not repeated, but what happens is that something else as bad is substituted, until I become so anxious, frantic and fearful that I have harmed my child for life".

No one can question or doubt the sincerity of this mother. Yet she would be more helpful to her child if she goes about this entire process with less of guilt and more skill.

Thus, the first skill involved for an adult who handles children is viewing his/her perception of discipline.

2. "MISBEHAVIOUR" OR "EXPLORING" OR "TESTING OUT"?

The vocabulary most suitably used by most of us along with discipline is "misbehaviour". But, where does this "misbehaviour" come from?

There are two main sources from where "misbehaviour" erupts:

- a. The first source of misbehaviour is from within the child himself;
- b. The other source is from the child's environment;

a. "Misbehaviour" within the child is in the form of characteristics specific to his stage of growth and development.

For e.g., One of the striking and dominant characteristics during adolescence/teenage is the attraction towards the opposite sex. Thus, when a teenager exhibits this in his actions, by showing an increasing interest in an

other person of the opposite sex, it does not imply that is "misbehaving" or "his conduct is not keeping up with the norms of the society"; nor is he trying to defy the adults around. Another significant characteristic that shows up at this stage is peer acceptance. As a result of this, they would exhibit in their behaviours, an increasing tendency to attend more to them than to their family members. Such a behaviour again does not imply "indiscipline" or "the elders are no more important in his life", or "he has grown up and hence does not need elders", and so on.

Similarly, a dominant characteristic of the 2-6 year old children is a growing independence and hence assertivity. As a result of this, they begin to assert themselves and say "no", for any question asked or task expected; also, they begin to make their own choices, causing displeasure in the adults, making them feel that they are "disobedient".

Thus, children do not behave in ways we want them to behave, not because they want to tease us or irritate us, and neither because there is something inherently wrong with them. This is simply a "testing out" or "exploration" behaviour, wanting to satiate their curiosity, wanting to find out what happens as a result of this. If they are not allowed this exploration, they get no chance to discover what would happen as a result of "misbehaviour". This would lead him to become timid, anxious, and afraid of any new behaviour, yet, attracted by it. Again, if they are allowed to do anything that he pleases, it would give him no chance to learn, leaving him anxious and disturbed about himself and his world of which he is a part.

In other words, "misbehaving" is simply a part of growing up and learning better ways to behave so as to be able to comfortably settle down as an adult. What they need from the adults who handle them during such a "testing out" behaviour is firmness, strength and love.

b. "Misbehaviour" that lies within the environment is in the form of changing values, life styles and needless to say an array of teaching techniques and content matter.

For e.g., In the olden days, in joint families, children had opportunities to interact with more number of adults and children. As such, they used to imbibe values of helping, sharing, taking common responsibilities together, having people to love, and so on. With the emergence of the nuclear families, single parent families and employed parents, these kinds of opportunities are not available to the child. This leaves the child with a lot of time to "test-out" or "explore". Moreover, there is no one who could appropriately help him direct his behaviour.

In addition, with both the parents being employed, they exhibit their care by either lack of protection or overprotection. This again gives no scope for the child to form his self-confidence and values. This explains the need for discipline much more today than ever before, yet leaving us with anxiety, and guilt.

Also, there is an inherent need in every child to be

participative and active while learning. If the teaching technique is not complementary to this need, disruptive behaviour or "misbehaviour" automatically emerges.

Similarly, when the content/topic is not related/relevant to a child's interests, needs and life situations, his attention to that topic is reduced. As a result, he would involve himself in other types of behaviour, which we refer to as "misbehaviour". For e.g., A topic in Geography as land forms, crops and weather conditions of a faraway country could turn out to be boring and dry, but if it is handled in relation with the life-style of the people there and here, allowing them to research for the causes, it would evoke interest and participation and lead to learning the effect of land forms, crops and weather conditions of both the countries. This would also reduce the scope for "inappropriate behaviour".

So then, training children to behave appropriately is a very fine balance between allowing him to do what he wants, yet not allowing him to behave in a way which hurts and harms him or others.

3. WHAT IS DISCIPLINE?

Therefore, whenever we are referring to discipline, we are actually talking about helping a child change his random, impulsive and testing out behaviour into a more controlled, purposeful and informed behaviour, so that in the long-term, he would be able to direct his own behaviour, realistically and with integrity.

DISCIPLINE IS A PROCESS OF BEHAVIOUR* SHIFT:

A SHIFT OF BEHAVIOUR FROM A

RANDOM, IMPULSIVE & TESTING OUT	→	CONTROLLED, INFORMED, & PURPOSEFUL
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SO AS TO ENABLE THE CHILD IN SELF-CONTROL/ SELF-DISCIPLINE, ULTIMATELY MAKING IT POSSIBLE FOR HIM TO DIRECT HIS OWN BEHAVIOR TO MAINTAIN A HARMONIOUS GROWTH AND DEVELOPMENT.

This would mean that :

- Discipline is a process and not a product; a process leads to a product, which is, change in behaviour;
- The process would require skills in order to observe a behaviour shift;
- This behaviour shift would need time; and hence,
- This process would take time;

The key to discipline is "helping" a child to change.

* a change in behaviour experienced and exhibited in one area of learning sets ripples of waves into other areas of behaviour and learning

4. HOW DO WE HELP HIM CHANGE?

A million dollar question, indeed!

a: This is not a task that can be achieved overnight by applying a single formula, nor does it imply that a change once achieved will remain permanent. Doing this, requires taking care of the main factor : The child's feeling about himself;

A child must respect himself if he has to make the effort to control his behaviour and respect the rights of others. No child would try to control and direct his behaviour if he sees himself as a worthless and an unimportant person.

In an attempt to help him change his random, impulsive and a testing out behaviour it would be wise to expect only what we think he is capable of doing, with regard to his developmental stage and characteristics, so that he can be successful most of the time. This would make him feel acceptable and successful.

For e.g., A child who is not capable of reaching a high level of achievement in a competitive examination, if forced, would find dubious ways of reaching that goal, or avoid such situations, by sulking, running away from home, pretending to be ill, and so on.

If a teenager is prevented from interacting and mixing with a person of the opposite sex, he will try to find other means and sources to explore/test out this curiosity, which may turn out to be harmful, both for himself and for others.

When a 4.5 year old physically active preschooler is insisted that he sits within the framework of a desk and bench or a table and chair for a continuous period of time, he ceases to attend to what is happening in his environment. Such a pressure builds up energy inside him, causing him to use his stored energy elsewhere which may eventually turn out to be "misbehaviour". Similarly, when the development of vocabulary is at its peak during the preschool stage and the early primary stage, and when he is asked to sit with his fingers on his lips, we are inviting "misbehaviour".

Therefore, for a child to feel good about himself, he must experience freedom. In other words, the primary requirement is a "permissive environment".

b: WHAT IS A PERMISSIVE ENVIRONMENT?

There is a distinct and vast difference in this process of disciplining between how our grand parents approached it and how we approach this issue. Very simply stated, whatever our grandfather did was done with a conviction; whatever we do is done with hesitation and doubts.

The culprits to this are the two disturbing questions:

How many teaspoons/ounces/grams of freedom could be granted? Where do the limits of a permissive environment end?

Well, a permissive or a free mileu (environment) is one that permits freely all "legitimate" activity".

What is a legitimate activity?

A very common term associated with disciplining is that right behaviour should be reinforced and wrong behaviour should be extinguished or curbed. Could we enlist the types of behaviours as right and wrong, distinctly, and universally, so that our process would become easier.

Freedom is not a global entity. On the contrary, there seems to be innumerable potential freedoms within a school environment. There are a host of freedoms associated with access to materials, activities, and areas, both within the school and within the community at large. Then there are the more personal freedoms, as freedom of movement, speech and self-expression. There are freedoms associated with scheduling one's own actions in one's own time, in a place of one's own choosing. There are also many freedoms which could be stated negatively, as, the freedom to leave a project momentarily without returning to find it destroyed or missing, the freedom to pursue a task without constant disruption, the freedom not to be continually abused or intimidated by peers as well as adults. Thus, the list of potential freedoms seem boundless.

The essence of a permissive environment/free mileu is the acceptance of children as persons who have an innate right to have all kinds of feelings and wishes. The freedom to wish is absolute and unrestricted. All feelings and all fantasies, all thoughts and wishes, all dreams and desires, irrespective of context and content are accepted, respected and are permitted expression through appropriate symbolic means. "Destructive" behaviour is not permitted and, when it occurs, the adults intervene and redirect it into verbal outlets and other symbolic means like, throwing stones on a wall, hitting the dolls on the pillows, painting "mean" pictures, banging things on the base, and so on.

Thus, the cornerstone of the approach to the process of discipline is the distinction between wishes and acts.

Therefore, we set limits on acts, without restricting wishes. In other words, the boundaries of freedom has to be drawn with some clearly defined limits.

c. **WHAT ARE THE LIMITS?**

The boundaries of freedom is drawn with the help of two clearly defined limits or DON'TS. The limits/don'ts work when any action(s) or behaviour(s) :

- i) come in the way of his own growth, safety and well fare;
- ii) come in the way of protection of the rights of others;

This is to say that any behaviour which tends to harm himself or others - physically or psychologically - are the limits!

i) There are things that he must do and things that he must not do if he has to be safe and well. For e.g., He cannot leave the school premises, as he wishes or on his own (in case of very young children), he must not touch the electric board, and so on, if he has to be safe and well. If he does so, he meets with disapproval and suffers some consequence, like not being allowed to play outside for a time. We would need to explain the reason to him, (with the preschoolers, their understanding is limited), although we know that his understanding is limited and his control over his own behaviour is too uncertain to be depended on.

The child usually obeys because he does not want to bear the consequences and also because he has an underlying trust that we are setting limits because we truly care about what happens to him. Thus, he needs our limits.

ii) All age-groups of children very often need help in learning to respect the rights of others. For e.g., When children are playing in the ground, the teacher may suddenly find that one of them is hitting another, and the other is attempting to throw a stone on the other. An alert and observant teacher would reach the spot, put her arms around the children and ask what the matter is really. She listens to both the sides carefully with total attention and respect for both. She then looks at the first child, with her arms still around him, and say, "I know his behaviour irritated you, must be really angry. Hitting hurts. Talking it out with him, helps to continue playing." Turning over to the second child, with her arms around him, now, the teacher says, "If you have not understood the rule of the game get it clarified before you continue to play; and do not give him an opportunity to let him have his way by hitting.

Similarly, when a child complains that the other does not want to play with him, the teacher may have to help him by explaining and interpreting how others feel when something happens; like, "he does not want to play with you now because you disturbed and spoilt his work." Sometimes, the teacher could help the children by separating the two children in conflict, depending on the situation and the incident.

Controlling impulses and unwanted behaviour in constructive ways, so that he can be safe, others can be safe and well, so that the rights of both are also, is a complex area of learning. And, guiding a child in this respect, requires understanding and insight. Very often we may tend to intervene without knowing the details or when it is not really needed, or sometimes we may get into the tendency of over direction contributing to distorted development, lacking necessary direction and making matters worse.

Very simply stated, we may assert with conviction that these limits are essential if all of us have to feel safe.

d. **HOW DO WE GO ABOUT SETTING LIMITS?**

Undoubtedly, limits are essential, but, anybody who sets limits to another person is considered to be an authority. No-one enjoys being "bossed on" by an author-

ity. Be it the parent, teacher or peer, this authority is resented.

As children, they are generally made to feel that the role of a boss/authority is the most important one. As these children grow, they are either trying to boss over somebody or, are resisting being bossed by others. This struggle interferes with their resolution of other kinds of problems, with the result hurting themselves or their loved ones.

A process of disciplining that leads to a struggle over who is going to be "boss" is damaging. Yet, how do we prepare ourselves to set limits in a democratic way?

i) Limits must be set by a loving, responsible and confident person.

Building a rapport/relationship is the first step to begin the process of helping children shift their focus of behaviour. This does take time, but, this time invested is worth a life time. For, accepting limits from such a person is easier.

Any healthy and growing relationship is based on a foundation of trust - implicit trust! If the adults are able to communicate their trust to the child, whatever his behaviour or provocation, the adult has won half the battle. Once the trust is established, there will be no attempt by the adult to control the child using fear or loss of love, as, "I will leave you if you do not hurry", or "Mama will not love you if you act this way", and so on.

A relationship based on fear, inhibits the child to accept limits, making the whole process of disciplining an arduous task rather than one of pleasure and growth. Once the rapport is built, the adult must set limits with confidence, and with absolute respect for the child and his problem. This way, the adult is setting a pattern which the child can follow, as he takes over the task of setting and maintaining limits for himself.

Children who have met a diffident and unsure authority, grow desperate in their efforts to find some sure limits. They would behave "strangely" seeking to know where the limits for their behaviour really are.

Ironically, even we adults long to be free of the responsibility for limiting our own behaviour. We try to return the simpler situation where limits are set and maintained for us by others. Most of the time we cannot accept the responsibility for being free. In many ways we all act out this escape in our daily living. It is indeed a real struggle for all of us to accept the responsibility for directing and limiting our behaviour with wisdom and independence. Therefore it is not fair on the child to expect the child to shoulder too much of this burden too soon.

ii) Limits set must be necessary and clear

Much of the difficulty between adults and children which is labelled "discipline" exists because of the confusion about what the limits are. In a well-planned environment, there may not be many "No's", but those

"No's" which are there will be clearly defined.

In other words, the limits set must be only those which are essential to protect and support the child and the others. It is the too many interferences which breed resentment in the child, making it hard for him to accept authority. These interferences then become unnecessary limits.

For e.g., A 4 year old who has just explored the possibilities of writing with a crayon, would go about discovering more possibilities by using it as a medium over all surfaces, even on our costly painted walls and expensive furniture. What is important for the child is experiencing the joy of this magical tool which helps him to make varying patterns on varying surfaces, producing a variety of designs and not the walls and furniture. This process of discovery if curbed, would show up eventually in his (dis)interest in writing, in his spontaneity, initiative, creativity and resistance to draw. We definitely have a choice between our furnished homes and the child's joys of learning and growing. Such recurring interferences thus are unnecessary. However, in such cases, we could provide him with alternatives, such as plenty of paper, board, slate, old magazines, etc. to scribble on.

iii) Limits set should be understood by the child

The necessary limits should be conveyed in simple, concrete language than in general terms so that the child will understand them. Very often, we assume that a child understands a point when he really lacks the experience and the vocabulary necessary for real understanding.

For e.g., "Speak properly"; "Talk with respect," and so on. What is speaking properly, what is respect, etc. These are so abstract, that the child finds it difficult to comprehend, as a result does not follow. I vividly remember a child who used to be bombarded with such statements heavily during the course of a day, and one day, he very genuinely and simply asked me "But I do not understand where I go wrong!"

Therefore, we must help the child to understand what each limit means in terms of behavioural expectations.

iv) Limits once set must be maintained with consistency

When the children are clearly told that they are not expected to use words like stupid, idiot, etc. to anyone, undoubtedly it should be maintained at all times.

For e.g., Whenever these words are used by a child, the consequences he hears must be maintained every time he uses them. When the child gets a consequence at one time and no response at all, at other times, he is left confused about the appropriateness of that behaviour.

Similarly when children are told no movies on week days, it needs to be maintained with consistency. Sometimes, we tend to give in feeling sorry when they

work very hard or are not keeping well, etc. This is inconsistency.

So, when we are sure that a limit is necessary and that the child understands it, we need to maintain it with confidence. It is easy to feel unsure or even guilty about maintaining limits. We may not like to face a child's unhappiness or his anger. However, children feel more secure with adults who can take this responsibility.

v.) The reason(s) for the set limit must be clearly communicated to the child

As mentioned earlier, any limit that inhibits a particular behaviour can be broadly categorised under 2 headings as :

- Actions/behaviour that harm/destroy self
- Actions/Behavior that harm/destroy others safety and well-being.

Yet, the reason for the limit set that is communicated to the child must be concrete, clear and specific, so that it is easy for him to comprehend and follow the limit set successfully.

vi.) In all possible situations, the limits sets should be discussed with the child, and mutually agreed upon

When the parents discuss with the child about the do's and don'ts of the TV viewing, and come to an agreement about the types of programs and the appropriate timings for the child to watch TV, there is more respect shown for such types of limits.

Similarly, in the classroom, if the teacher discusses with the children the norms and rules to be followed in the classroom, there will be more acceptance and compliance to such limits.

vii.) They should be allowed to explore the limits

The tremendous urge of the human child to be independent and to show initiative means that the normal child will not conform passively to our demands. If he has to acquire a balanced and sound personality, he must disagree - "I do not like that" - he must assert, reject and defy - "I will not do". This is a healthy resistance. We must continue to accept his right to resist, not feel threatened by it and not fear to maintain our stand. There may be many situations when we cannot allow the child to resist.

For e.g., When it is school leaving time, the child must leave, but he may not want to leave. We need to value his strength in asserting himself, maintain this necessary limit, and yet, help him to leave. The limit here is the necessity for leaving. In maintaining this, we need to act in such a way that he does not feel blamed for defying, or any less loved, because of it.

When we respect his urge to assert himself, we make it easier for him to accept himself, to see authority as a constructive force, and to be responsible for exercising it in his own behalf and for the sake of others some day.

Resistance is healthy, but accepting his need to resist does not mean permitting him to act on the resistance.

We are responsible for not permitting him to act in undesirable ways, such as hurting others or disregarding the rights of others or being destructive.

viii.) Limits set must be appropriate to the needs of the child at a particular stage

A child's readiness to accept limits would depend on the circumstances he finds himself in, as well as his physical condition. For e.g., If he is tired or ill, he will be less ready to face limits than at other times. Similarly a child who is just beginning to feel independent enough to assert himself may need to be quite free of restrictions for a period of time. However, for a child who is already secure, such a freedom would have been unnecessary and undesirable.

Therefore, we have to keep adjusting the limits we set to make them fit the needs of the child.

(x) Following the set limits and changing undesirable behaviour takes time

Rapid progress in science and technology has indeed made a tremendous contribution in our life styles, especially with regard to time. We have practically everything available that gives instant results! This has seeped into our expectations of human behaviour too. We unconsciously use tactics that apparently give us instant results.

For e.g., "I will leave you if you do not hurry", or "Mama will not love you if you act this way", and so on. Such statements may give instant results but would have a disastrous effect on the child as a person and on his relationships with adults. A child is dependent, and he resents being controlled through his feeling, depriving him of confidence in the adults.

Fortunately enough, human behaviour does not work like machines...

When we thus set limits, we must give the child time to accept them, without expecting him to follow immediately. For e.g., If we say, "you need to finish your work before you go out", it is NOT necessary to see that he right away moves on to finish his work. He would protest a bit until he convinces himself that there is a limit which will be maintained. We can definitely stop him when he begins to move out, but we also need to give him time to decide to accept the limit.

Whenever necessary and desirable, redirecting behaviour to another equally interesting and motivating behaviour would reduce the problems associated with setting limits. We can help him in making the decision if our attitude is friendly and accepting. We need to respect his

feelings as he struggles with the conflict between the urge to assert himself and the necessity of conforming to an adult demand. Sometimes the child may decide not to go out, because his need to assert himself is very strong. In such a case, he should be helped to feel comfortable staying in, so that he may feel really satisfied about asserting himself and gain strength from the experience.

It is simply our own uncertainty and our need to control that makes us want to push the child into unwilling acceptance.

The key to help a child is, to provide enough time to accept what has to be accepted.

While setting limits, it would be good to appreciate the role guilt plays in changing behaviour. Some feelings of guilt is healthy and necessary in learning to change behaviour. It is truly necessary to feel sorry about our behaviour, if we have to change. We feel sorry because we care. We love and want to be loved.

is accompanied by a judicious use of praise, reinforcements, and punishments (and not by capitalising on fear and loss of love), by a responsible, warm and confident adult, keeping intact the child's self-respect, enhances and speeds up the process of controlling impulsive behaviour during growing up. Such a milieu is a long-term investment for promoting self-control, responsibility and thus self-discipline.

All said and done, this is not an easy task. We do experience a number of difficulties, while setting limits. Whenever we do face these, it could be because:

- i) of our own experiences with a "hissy" type of discipline,
- & /
- ii) we are ourselves confused about our own feelings and actions.

We can therefore, act with responsibility and confidence when we set limits which are meeting the child's needs rather than serving as outlet for our own feelings!

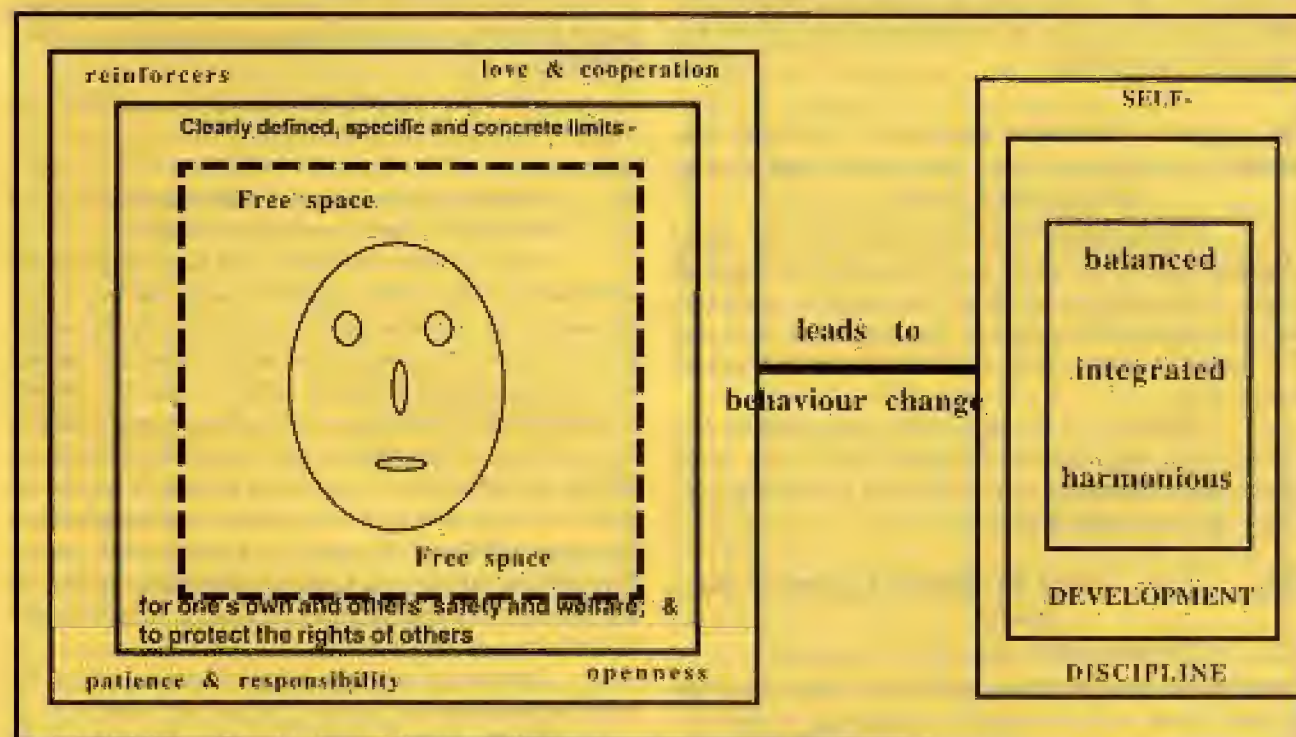


Fig. 1

So, an optimum measure of guilt is a first step in changing behaviour. A heavy load of guilt in a child does not lead to desirable changes; because he must defend himself against it, which would break down his controls. And, finally, he may no longer care.

Therefore, adequate freedom, democracy, time and space to behave, along with clearly defined limits go a long way in helping a child change his random and impulsive behaviour to a more controlled and purposeful behaviour. When this freedom and specific limits provided

In a nutshell, we may thus say, that we help the child when:

- a. We are clear, reasonable and use simple, clear statements about what we expect from him in behavioural terms;
- b. we accept his need to assert himself;
- c. We enforce the reasons for our don'ts clearly;
- d. We act with confidence;
- e. We acknowledge our feelings;
- f. Our timing is appropriate;
- g. Give him choices whenever possible;

- h. give him some relevant and a consistent consequence for his "misbehaviour" immediately, for a shorter duration, maintaining his self-respect;
- i. We foresee and prevent "misbehaviour" which would reduce the necessity for discipline;
- j. Our limits are consistently maintained;

With adolescents, especially, other factors enter into the subject of discipline. However, *a sensible discipline in childhood tends to reduce the strains in adolescence and lay the foundation for self-discipline.*

Sex-education is an important component in discipline:

Most of us tend to think that sex-education is a conversation; the "facts of life" will be told "one fine day", when the "time comes".

But sex-education has nothing to do only with teenagers. It begins at birth!

Primarily, it starts with the parents attitudes and perceptions towards their own selves, their bodies, and towards one another.

Two important aspects to be considered in sex-education is :

1. We must forego the temptation to dump the whole load and give too much or too less, too soon. Yet, any question posed by the children anytime must be answered frankly, briefly, to the point, without a slightest embarrassment and without it being a course in gynaecology and obstetrics!
2. An important point to be communicated to the adolescents, is that sex is an act which is one of the means of expressing mutual love and commitment.

Our goal in discipline is self-control, the only control in a democratic society. But self-control can turn to be sound only when there is a stable and mature self. A mature self emerges gradually, as and when the child becomes capable to assume responsibility. This capability results only when there is a mutual regulation between us and the child. We have to assume responsibility for those behavioural expectations for which he is not yet ready, reducing our share of responsibility as he grows, giving more to him when his understanding of consequences increases with added experience.

A final note :

The word "discipline" has emerged from the word "disciple" or follower. This suggests an important element in discipline, i.e., following an example.

Our children's personality is shaped by their experiences with people and situations. Character traits cannot be taught directly.

For e.g., No one can teach loyalty by lectures, courage by correspondence or womanhood by mail. Character education requires presence that demonstrates, and contact that communicates. A child learns what he lives, and, becomes what he experiences. To him our mood is the message, our style is the substance, and the process we follow is the product. The child wants to be like us. In other words, he follows our example. What he sees us doing tends to become a part of his own behaviour.

We want our children to be a human being with compassion, commitment and courage, a person whose life is guided by a core of strength and a code of fairness. To achieve these humane goals, we need humane methods, besides love, insight, teaching techniques and skills.

Therefore, one of our responsibility in discipline is the example WE set.

"BE FIRM AND TOLERANT WITH THE CHILD, AND HE WILL BE FIRM AND TOLERANT WITH HIMSELF. HE WILL PRIDE IN BEING AN AUTONOMOUS PERSON. HE WILL GRANT AUTONOMY TO OTHERS AND NOW AND AGAIN HE MAY EVEN LET HIMSELF GET AWAY WITH SOMETHING..."

ERIK ERIKSON

Teaching is the way a teacher accompanies the learners in their growth and development. The Art and Science of teaching, is not mere methodology. It encompasses a world view and a vision of a human person. This vision provides the goal, the end toward which all teaching-learning situations and teaching strategies are directed. The young men and women need confidence as they look to their future; they need strength as they face their own weakness; they need mature understanding and love in the teachers, with whom they explore the awesome mystery of life.

THE WHY AND HOW OF ABC'S

The 26 alphabets in English form the basis of all sharing, imparting and partaking. In other words, communication. Yet these alphabets continue to remain abstract for the young children. For generations together, we have been reciting A - Z as sounds in a sequence, even though it is not really so!

What do these really help us in?

These letters (not only in English, but in any language), that mark the presence of any communication, are merely symbols which represent varying types of sounds. These sounds with varying permutations and combinations make a variety of communication possible; between two or more civilised individuals. Simply stated, the entire stream of language development rests on these alphabets.

Skills needed to promote any language and communication :

1. *Listening*
2. *Comprehension*
3. *Reading readiness*
4. *Learning about the language*
5. *Fluent and clear verbal expression*
6. *Ability to communicate using body language, facial expressions and gestures*
7. *Writing readiness*
8. *Ability to use language as a social tool.*

These alphabets are introduced and taught to the preschoolers (3.5 years to 4.5 years), in a very routine and uninteresting manner, in most of the schools. There is an increasing possibility to bring these alphabets alive in the classrooms.

I very vividly remember a 4.5 year old preschooler, Tanvi, returning home excitedly after an interesting encounter with one guest who arrived in her classroom "MR. M"! I very curiously asked her more about this "Mr. M". She began enthusiastically,

"Mr. M arrived in a motor-bike, Trrrrrrr...! You know, he is strong, because he drinks milk. He keeps swinging and jumping like a monkey. He loves juicy mangoes....."

and it went on till she completed using a dozen words beginning with M, needless to say, also completing her lunch with no fuss. She definitely made a note-sometime during her sharing that her m'm has got a surprise visitor for the Monday! The next time I met Tanvi she remembered to say that her surprise visitor this time was a Miss E and Mr. P! As we elders were talking and chatting, she busted in to say there is "pandemonium" in the house!!!

It was rather shocking yet a delight to note that a 4.5 was so sure of her vocabulary, and its appropriate use, in addition to ofcourse having an implicit learning of the

vowels and consonants, when to use them and what happens when we use them in a particular way - all through fun and participation - without actually using these terms.

This entire exercise was done by the teacher using a big, colorful chart with a huge sand-paper M and m, stuck on it, along with a number of relevant and colourful pictures. Below are some attempts by a few teachers, to introduce alphabets in English and Hindi.

ENGLISH

1. Like the jungle, where there are trees, plants, animals and birds, there is a place called alphaland. Alphaland too has a number of trees, mountains, plants, all green and dense. Along with these, there also live these little creatures with their families, called A's, L's, and t's. Let us talk to each one of these everyday.

Says T, "Today, it is my turn to talk to you. I am T, standing tall and straight, in front of you. You can hear me in the clocks and watches, tick-tocking. I love to travel in trains - *chuk chuk chuk* goes the trains, all the way to Bombay town. Sometimes I look like this - T - but most of the time you may see me looking like this - t. Can you recognise me as T or t, anywhere in the classroom?..... Yes, trains, the rolling tyres in the cars, buses, cycles, the tums, tums, the taps, and all the toys that you play with. I love playing tricks sometimes, but am careful not to play silly tricks like the boy who cried wolf..." and the story goes on.

Enters L into the class, one fine morning, singing *La, la la, la,* because he loves to sing. "Oh!, My name is la, la, la, lanky L. I like the lime and lemony limea. What do you drink? I look like your legs, isn't it? How many legs you have? Show me a L, with your leg. My friends are the lion - the king of the jungle, lemon - the fruit - when do we use a lime? I also like the thin and colorful lollipops - sometimes red, sometimes orange and sometimes green; How do you eat your lollipops? lick and lick and lick till only the stick is left....."

This process would be highly activating when appropriate aids and puppets are used as accompaniments. There are many other ways to go about introducing the letters. Whatever the approach and strategy, the idea is to assign living qualities to these alphabets. Since the preschoolers enjoy any event/incident/story shared by ascribing our qualities to them, we could capitalise on this to help children optimise the retention and learning of alphabets but also the skills needed in a sound language learning. This investment now would bear very creative fruits in the future.

Followed is an attempt to use a similar approach in teaching and learning the letters in Hindi. We hope that this would help teachers to generate and create their own ideas.

कहानी

1- ये है जनाब 'झ' !

झ के पास एक बहुत ही सुन्दर झूला है। उस पर झालेर भी लटकी हुई है। झ सारा दिन झूला झूलता रहता है इसके पास एक झाजर भी है वह एक झरोखे में लगी हुई है। उसका पानी बहुत ठंडा होता है। झ की बहन का नाम झुमिया है। झ उसको बहुत प्यार करता है। उसके लिए बाजार से झुमके और पायल भी लाया है। झुमिया की पायल चलने पर झनक-झनक करके बजती है। झुमके पहन कर तो झुमिया खुशी से झूम लगी और अपने भाई झ के साथ-पास नाचने लगी। झ का एक छोटा सा भाई भी है उसका नाम झूमरलाल है। वह हमेशा अपनी बहन को झूमर लेने के लिए मचलता रहता था इसलिए उसका नाम झूमरलाल ही रख दिया। 'झ' शैतानी भी बहुत करता है। इसके घर के पास ही एक झील है वहां से एक दिन झ झीगुर पकड़कर ले आया। झीगुर को कभी इधर फेंकता कभी उधर। झीगुर डर कर पास ही में झोपड़ी में पड़े एक झाड़ू के अन्दर छिप गया। तब कहीं उसकी जान बची। दूसरा झीगुर पकड़ लाया। उसे इसने एक झड़े के ऊपर रख दिया। झीगुर झड़े के नीचे छिप गया उसे निकालकर झ ने फिर झड़े के ऊपर रख दिया। रात होने तक झ इसी प्रकार खेलता रहा। जब आकाश में झिलमिल झिलमिल तारे चमकने लगे तब उसने खेलना छोड़ा। झुक कर अपने भाई को प्यार किया और सो गया।

क्रिया

कहानी सुनाने के पश्चात् अध्यापिका छात्रों को कहेंगी "आओ अब हम झ का खेल खेलते हैं। वह एक लड़के के कपड़ों पर लड़ा सा 'झ' लिख कर पिन से जोड़ देंगी। बाकी के बच्चों में से 12 बच्चों के कपड़ों पर चार्ट पेपर से बने झ वाले शब्दों के चित्र वाले 'कार्ड्स' पिन से लगा देंगी। इसके बाद जो बच्चे बचेंगे उनको एक गोल घेरा बनाकर निम्नलिखित गीत गाने को कहेंगी और स्वयं भी गाएंगी। बच्चे नाच नाच कर और ताली बजा बजा कर गाएंगे। जिस जिस समय जो शब्द बोला जाएगा उस शब्द के चित्र वाले बच्चे घेरे के अन्दर चले जाएंगे।

गीत (कविता) (झूम झूम कर नाचो)
झक झक झका बोलो झक झके झका
झ से झरना झक झक झका
झ से झीगुर झक झक झका

झ से झोपड़ी झक झक झका
झ से झूमर झक झक झका
झक झक झका बोलो झक झक झका
झ से झील झक झक झका
झ से झाड़ू झक झक झका
झ से झुमका झक झक झका
झ से झंझ झक झक झका
झक झक झका बोलो झक झक झका

2- ये व और ब दो भाई हैं। इनकी शक्लें भी आपस में मिलती हैं। किन्तु इनके खेलने के साथी अलग-अलग हैं। कभी-कभी ये एक साथ भी खेलते हैं। व बक से और ब बंदर से वन में जाकर खेलता है। यह बक वन में एक वृक्ष के नीचे रहता है। ब बकरी से और उसके बच्चे से खेलता है। बकरी का नाम बिन्दिया है और उसके बच्चे का नाम बीजू है। व बंशी बजाता है और व बिगुल बजाता है। व और ब की दो बहनें हैं एक का नाम बसन्ती और दूसरी का नाम विनीता है। बसन्ती थन्वई में रहती है और विनीता बंगारस में।

आजकल वे अपने भाइयों के घर कुछ दिनों के लिए रहने को आई हुई हैं। बसन्ती बीणा बहुत अच्छा बजाती है। व उसके लिए बाजार से एक बीणा खरीद कर लाया है। विनीता को खाना और मिठाइयाँ बनाने का बहुत शौक है। वह बेसन और मूँदी के लड्डू बहुत अच्छे बनाती हैं। बादाम की बरफी के तो कहने ही क्या खाने वाला उगलियाँ चट-चाट कर खाता है। व जो बैंगन का भुरता बहुत अच्छा लगता है। इसलिए आजकल वह रोज उसके लिए बैंगन का भुरता बनाती है। उसका बेलन दूढ़ गया था। व ने बाजार से झटपट दूसरा बेलन लाकर दिया क्योंकि रोटियाँ तो बेलन से ही बेलनी पड़ती हैं न। व और ब के घर के पास एक बिल्ली रहती है। वह व को तो कुछ नहीं कहती पर ब के पीछे पड़ी रहती है। कत तो उसने ब की बाँह पर खरोचे ही लगा दी थी। उसके कुरते का बटन भी तोड़ दिया। व ने ब की हालत देखी तो वैद्य बरकलराम के पास ले गया। वैद्य जी व के विशालय के पास ही रहते हैं। उन्होंने व को बहुत बढ़िया दवाई खिलाई। ब की दर्द एक दिन में ही ठीक हो गई है। व और ब के घर के पास ही एक बगीचा है। बहुत सुन्दर बना हुआ है। खूब फल और फूल लगू हुए हैं। वहीं एक वृक्ष के नीचे एक छोटा रज तालाब भी है। तालाब में बतखें तैरती हैं। उस वृक्ष पर एक थाण और एक बलबुल रहते हैं। एक दिन व और ब बगीचे की ओर गए ऊपर

आकाश में एक विमान को उड़ते हुए देखा तो दोनों तालिथी बजा बजा कर नाचने लगे। कुछ देर बाद उनकी बहन विनीता और बसन्ती भी अपने बाहन में चढ़कर आ गईं। बसन्ती अपनी बीणा भी लाई थी बस। विनीता भी देर सारी बादाम की बरफी लाई थी। व और ब ने खूब बरफी खाई। विनीता ने कहा, "अब बस करो बीमार पड़ जाओगे।" यह सुनकर दोनों भाई गुस्से हो गए। झटपट बस में बैठकर अपने घर चले गए। दोनों बहन भी उन्हें मनाने के लिए उनके पीछे धूल दी।

क्रिया

इसके बाद अध्यापिका छात्रों की एक लाइन बनवाएंगी, एक छात्र, एक कुरसी खाली फिर एक छात्र। कुछ छात्रों को चित्र लगे चेहरे पहनाएंगी। जब जिस छात्र के चित्र वाला नाम आएगा वह दौड़कर कुरसी पर बैठ जाएगा। जब सब नाम पूरे हो जाएंगे तो सब मिलकर कविता की पहली दो लाइनें दो बार दोहराएंगे। आरम्भ में अध्यापिका उन्हें सिखाएंगी कि आधी पंक्ति अध्यापिका बोलेंगी और आधी छात्र।

कविता

(सब एक साथ) वाह वाह वाह वाह वाह भाई वाह।
(अध्यापिका) बादल गरजा, बिजली चमकी
(बादल और बिजली के चेहरे या मुकुट वाले छात्र दौड़कर एक एक कुरसी पर बैठ जाएंगे।)
वाह वाह वाह वाह वाह भाई वाह।
(अध्यापिका) व से बक (छात्र) वाह वाह वाह
व से बन (छात्र) वाह वाह वाह
व से वाहन (छात्र) वाह वाह वाह
व से बगीचा (छात्र) वाह वाह वाह
व से बादाम (छात्र) वाह वाह वाह
व से गुड़ (छात्र) वाह वाह वाह
व से विमान (छात्र) वाह वाह वाह
व से बैगन (छात्र) वाह वाह वाह
व से विभुल (छात्र) वाह वाह वाह
व से वैद्य (छात्र) वाह वाह वाह
व से विद्यालय (छात्र) वाह वाह वाह
व से बस (छात्र) वाह वाह वाह

इसी प्रकार नाचते गाते सब नाम पूरे बोल दिए जाएंगे।

कान्ता कपूर
सेंट जेवियर स्कूल,
दिल्ली।